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The Multi-Operations program was developed to help the general high-school student to explore vocational areas. The program included seven exploratory vocational offerings, remedial reading, extensive counseling, and a teacher in-service workshop. The workshop was designed to acquaint the faculty with the problems of special needs students, and to enable them to develop special instructional aids. This progress report is divided into sections dealing with: (1) program mechanics, including the type of students involved, program objectives, and scheduling procedure; (2) the materials covered in the teacher workshop; (3) the group counseling program and student reactions to it; (4) the current status of the reading evaluation and remediation work; and (5) the progress being made on the development of instructional aids for use with multi-occupations classes. (PS)

MULTI-OCCUPATIONS at HARKNESS CENTER

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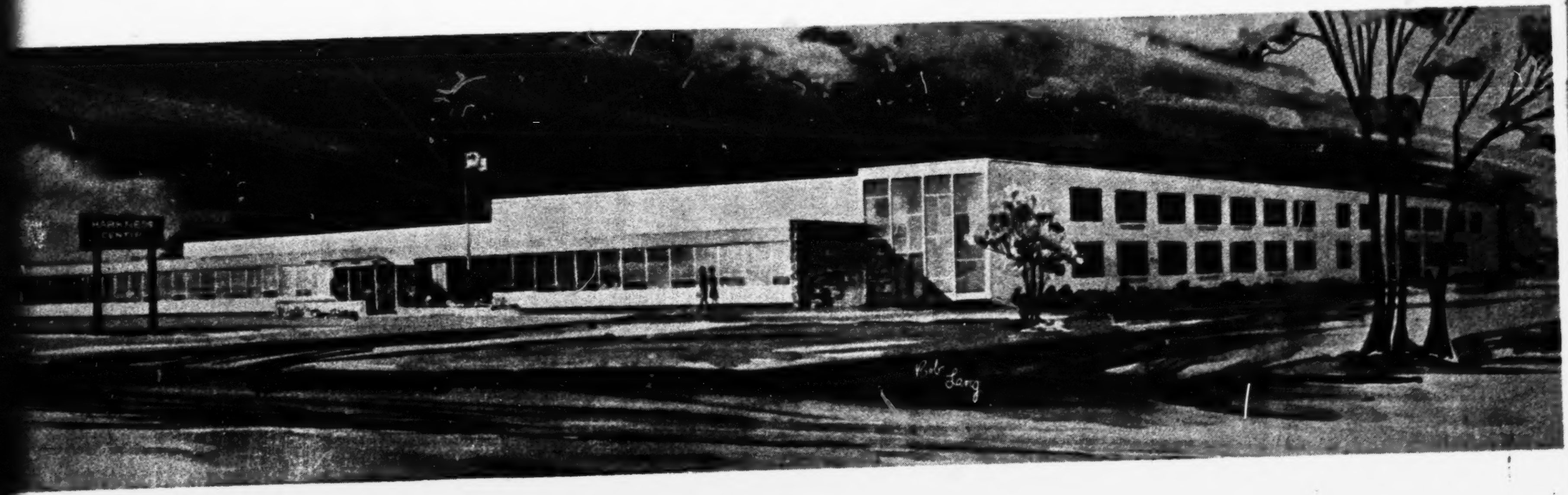
January 1,1968



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MULTI-OCCUPATIONS

at
HARKNESS CENTER

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PROGRESS REPORT NUMBER 1

JANUARY 1, 1968

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The following is the first of two reports on a vocational exploration program designed for Special Needs Students and operated at the Harkness Center, a facility of the Board of Cooperative Educational Services, First Supervisory District, Erie County, New York. This program was partially funded for the 1967-68 school year by the New York State Education Department with funds from the Vocational Education Act of 1963.

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HARKNESS CENTER 1967-68

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Gas Station Operation) ------------ Duke LeMere

Instructor (Mail Room Operations) ---- Thomas O'Conner

Instructor (Mail Room Operations) ---- Geraldine Simmons

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CHAPTER I - INTRODUCTION

PROBLEM STATEMENT

With the current emphasis in our society on the importance of a college education, the student who does not fit into the traditional academic program in our high schools is often neglected in our educational planning. This seems particularly true in many of our upper middle class suburban communities where vocational education has been slow in developing. Typically the student in a "comprehensive" suburban high school has had the following choices of program: an academic, "college oriented" program which leads to entrance into a two or four-year college; a business program designed to train students to enter an office-related position upon graduation; a work-study program such as distributive education, providing on-the-job training for the high school student; and the "general" program which educators often have considerable difficulty in defining or defending in terms of supplying useful skills for the student who will enter the labor market upon high school graduation. The "general" student is, of course, most often given a schedule which is generously sprinkled with home economics or industrial arts, both of which appear to becoming more and more academically oriented and neither of which are designed to provide the skills necessary to compete successfully in the labor market.

In New York State the advent of the Area Occupational Center has done much to provide appropriate educational choices for the so called "non-college bound" student. However, even these programs have neglected a number of these students primarily because of two reasons: 1)the inclination of many area centers to establish entrance requirements resembling those of the two-year college and 2)the fact that most students must wait until their junior year in high school to become elegible for a program in the Area Occupational Center. The opportunity to choose vocational education should, of course, be available to every student, regardless of his academic potential, and the setting up of rigid academic requirements for entrance into a vocational program is certainly not an answer to the general student's dilema. Postponing enrollment in a vocational program until at least the junior year in high school is, of course, justifiable from the standpoint of vocational development theory and the fact that most students are not prepared to make a career choice any earlier. However, it negates the fact that many students, disgusted and discouraged with "formal education", will drop out of school before they reach this point, only to become candidates a few years later for expensive federal programs such as the Job Corps, designed to salvage whatever vocational skills and human dignity can be saved after the youngster has "floundered around" in the labor market a while.

The problem stated very simply then is this: What kinds of programs can be established in the early secondary school for the "Special Needs Student" which will enable him to escape the traditional academic routine and explore vocational education as a possible solution to his educational dilema?

HISTORICAL DEVELOPMENT OF THE MULTI-OCCUPATIONS PROGRAM

The Chief School Administrators of the nineteen school districts making up the First Supervisory District, Erie County, New York have been aware of and concerned about the problems of the Special Needs Student since they began planning cooperative services some seven years ago. A number of programs were instituted in the local districts which were designed to attack the unique problems of these Special Needs Students. The one program which appears to have met with the most success is the state supported STEP (School to Employment Program) Program which provided for on-the-job training, usually in school setting, for the potential drop-out and the slow learner. In many cases, however, the schools choose not to begin a STEP program because of a variety of reasons including: 1)high expenses, 2)transportation, 3)lack of well qualified supervisory personnel, 4)limited number of students which can be accomodated, 5)lack of appropriate follow-up programs for the STEP "graduate", etc.

In 1965, David C. Carruth, Director of Trade and Technical Education of the First Supervisory District, suggested to the school administrators that an exploratory vocational program for the Special Needs Students be offered at the area occupational center. During the 1966-67 school year, 36 students were enrolled in the first Multi-Occupations program at the Harkness Center, an area occupational center serving twelve of the nineteen school districts in the First Supervisory District. During this year, the students had an opportunity to explore for ten weeks each of the following vocational areas: building maintenance, food service, gas station operation, and mail-room operations.

During the current school year (1967-68) under a one-year grant of $52,000 from the Vocational Education Division of the New York State Department of Education the Multi-Occupations program has been expanded to include seven vocational exploratory offerings, remedial reading, extensive counseling, and a teacher in-service workshop designed to acquaint faculty with the unique problems of the Special Needs Student and to enable them to develop special instructional aids for use with this group.

The following chapters constitute a report of the progress on the Multi-Occupations project as of December 31, 1967. Chapter II-Administrative Structure outlines the mechanics of the program, type of students involved, program objectives, scheduling procedure, etc. ChapterIII-In-Service Workshop, reports on the material covered and the teacher's evaluation of their summer workshop experience. Chapter IV-Counseling-describes the group counseling program carried on with the Multi-Occupations students and their reactions to the program so far. The current status of the reading evaluation and remediation work is reported in Chapter V, and Chapter VI outlines the progress being made on the development of instructional aids for use with the Multi-Occupations classes.

CHAPTER II - ADMINISTRATIVE STRUCTURE

SPECIAL NEEDS STUDENT DEFINED

For the purpose of the Multi-Occupations program the Special Needs Student has been defined very simply as the student who cannot, for one or a combination of reasons, profit by continuing in the traditional academic program. Counselors in the home schools served by the area occupational center and special education teachers working with educable students have been asked to recommend students from the following three categories whom they feel would profit from the Multi-Occupations program:

1. Potential Dropouts - students who have been faced with one failure situation after another throughout school and have finally expressed a strong desire to drop out of school "as soon as they are old enough" or "as soon as they can find a good job." These students most often are just fed-up with our system of formal education and want no more of it.
2. Slow Learners - students who have been faced with one failure situation after another but are content to remain in school in an "adjusted" or "non-diploma" program either because they are simply afraid of the outside world or they have been convinced by social pressures that staying in school is "the thing to do." These students most often lack any sense of educational or vocational direction and would be hard-pressed to come up with a satisfactory answer to the question of why they are still in school.
3. Special Education Students - students classified as educable mentally retarded who can profit from some degree of formal vocational training.

PROGRAM OBJECTIVES

The three major objectives of the Multi-Occupations program are stated as follows:

1. To provide exploratory vocational experiences for students who have experienced learning difficulties in the traditional academic setting. Development of specific vacational skills in this program is of secondary concern. The major emphasis is to try to make each exploratory experience as interesting as possible and to give students the opportunity to display their aptitude for a vocational area through practical experience.
2. To improve the trainees' job application and job adjustment skills through extensive group and individual counseling. Statistics indicate that a major reason for job instability is not a lack of occupational skill but inability to adjust to one's fellow workers or supervisors. This, of course, is also a major factor in educational instability in the Special Needs Student. The group and individual counseling in the Multi-Occupations program is designed to help the student take a look at his own behavior and the way he relates to his peers and supervisors. Hopefully, better school adjustment as well as better future job adjustment will result.
3. To improve the students' communications skills through remedial and developmental instruction in reading and writing. The source of much of the Special Needs Students' difficulty with school is his failure to develop adequate reading skills. Most often this student, because of his reading deficiency, finds reading extremely distasteful. Hopefully by relating this type of instruction very closely to his vocational exploration some

interest in reading can be rekindled and some progress can be made toward improving communications skills.

In addition to the afore-mentioned objectives of the Multi-Occupations program, the staff has, as a result of the grant from the State Education Department, undertaken a project to develop instructional aids appropriate for the teaching of vocational subjects to the Special Needs Student. Because of the reading problems of the Special Needs Student the emphasis here is on the development of visual materials (i.e. TV Tapes, slides, tranparencies, etc.) where verbage is held to a minimum.

STUDENT CHARACTERISTICS

The following exemplifyies the wide range of abilities and personalities of the 55 students enrolled in the Multi-Occupations program during the 1967-68 school year.

1. Chronological Age

Ranges	15 to 22
Mean	16

2. Ability (as measured with Peabody Picture Vocabulary Test)

I.Q. Range	69-120	(one girl scored 144)
I.Q. Mean	87	(Does not include 144 score)

3. Physical Disabilities

1 Epileptic averaging 3 petit mall seizures per day.

1 Brain-injured

1 Severe hearing disability

2 Limited use of one or two limbs

1 Limited because of size (4'2" tall, 66 lbs.)

Others-apparently normal but with a wide range of motor ability.

4. Emotional Problems

A wide variety of emotional problems including one boy who displays extremely erratic behavior who can be expected to "go off on tangents after 10 or 15 minutes of one activity" and another who tends to become irrational when angered. Twenty per cent of the students have been referred to the school psychologist at the home school for some type of emotional problem.

5. Social Problems

Two boys and one girl have spent time in some type of penal institution. (One of these boys was dismissed from the Multi-Occupations program and has dropped out of his home school.) A number of students have discussed their adventures in shoplifting, housebreaking, drinking, and sexual activities in the group counseling sessions.

6. Attendance Problems

Most schools report that the students in the Multi-Occupations program have past records of very poor attendance. Exact figures will be available and a comparison between their past two years and the present year will be made in the next progress report.

It should be pointed out that the above mentioned characteristics are extremes. The physical disabilities are found primarily in the Special Education Students while the emotional and social problems are prevelant in the potential drop-outs and slow learners. It appears that the most prevalent characteristic among the majority of students is discouragement with themselves and disallusionment with formal education.

PROGRAM MECHANICS

As outlined in the objectives, the Multi-Occupations program involves three major factors; exploratory vocational training, counseling, and remedial work in communications skills. The latter two are discussed in more detail in later chapters. Suffice it to say here that these services are provided only to those students who desire to participate and that time for these activities is taken from the time period allotted to vocational training.

The Multi-Occupations program itself is a one year program. As mentioned in Chapter I, it is offered at an area occupational center. The students spend three hours per day, five days per week at the occupational center and the remainder of their school day is spent at their home school where they are enrolled in "academic" courses, such as English, social studies, mathematics, etc.

Exploratory Training-During the year the students are in the Multi-Occupations program they have an opportunity to explore four vocational areas. The students may choose the four areas from the following available offerings: benchwork and assembly, building maintenance, food service, gas station operation, grounds and golf course maintenance, mailroom operations and medical aides. Each of these programs is ten weeks in length. Every program is not offered every ten weeks. (See appendix A for brief course descriptions and master schedule.)

Student Choice-The initial meeting of the Multi-Occupations group in September was an orientation meeting during which the students were given the opportunity to spend a few minutes with each instructor for an overview of the course offerings. At the end of this orientation, the students made a choice of the four areas they would like to explore. As a result of their experiences in the program and their discussions with their peers and the Multi-Occupations staff, many of them have altered their choices and selected other areas. These changes have been permitted in-so-far as the schedule permits and where the staff feels the change in plans is a result of increasing vocational maturity.

Grouping-Due to the wide range of abilities and the wide variety of emotional and social problems present in the Multi-Occupations group, there has been some difficulty in determining how to "group" the students for their vocational exploratory training. The Multi-Occupations staff decided that grouping on the basis of measured ability was not valid for this type of program. First of all, academic skills were not being emphasized in the program and motor skills are not adequately measured on paper and pencil tests. Secondly, it was felt that perhaps one of the greatest benefits to be derived from the program was to learn to associate with peers which were "different". It has been discovered, however, that certain types of students do not "mix" well and the staff is still struggling with this problem.

Program Flexibility-In addition to permiting the student to make a choice of the courses he wishes to explore, the program is flexible in that a promising student may also transfer into a two year program at the area occupational center during the year. In 1966-67, two transfers from the Multi-Occupations program to the two year food service program were made and the students have worked out quite well. In November of 1967, a student was transferred from Multi-Occupations to the regular auto mechanics program and thus far is performing at a high level.

Student Evaluation-As the Multi-Occupations program was discussed during the summer in-service workshop it became obvious that a traditional grading system would not be satisfactory. All of the evils of numerical and letter grades seemed to be doubly unfair and unrealistic in the Multi-Occupations program. What is the difference between a 65 tire repair and 85 tire repair? Who's taste must we satisfy in determining whether an apple pie is worth an A or a B? What part does a student's previous experience play in our evaluations? If we are truly committed to the concept of individual differences how can we conceive of a student "failing" at vocational exploration? Mary may discover that she is not particularly interested in or adept at making a hospital bed, but this should be considered as a step toward vocational maturity, not as another failure

It was ultimately decided that, for purposes of report card grading O (Outstanding), S (Satisfactory) and U (Unsatisfactory) would be used. It was agreed that a student would be given an unsatisfactory if he refused to abide by certain shop regulations and meet certain basic requirements in each course. In addition, each teacher is encouraged to keep a progress chart for each student upon which he listed basic skills covered in his class. When a student demonstrates a certain degree of proficiency in each of these skills he is checked as having completed it satisfactorily. Also, at the end of each ten week period, an overall evaluation is complete for each student in which a recommendation is made concerning the students' future training in the vocational area just completed. (See Appendix A)

Class Size-The present size of Multi-Occupations classes averages fifteen. It was anticipated that this would be a reasonable group to work with since some students would be out of class periodically for counseling and reading. In the case of Gas Station Operation, half of the students are assigned to the station while the others are engaged in classroom or shop work.

The Multi-Occupations "Graduate"-The student who completes the Multi-Occupations program has three possible alternatives. The student who is interested and demonstrates sufficient potential may return the following year to a regular two-year program. If the staff feels that a student could not profit by additional formal training even though he shows an interest in a vocational area, the recommendation would be to return to the home school in a work-study program. If the student decides that dropping out of school is his best choice, he will have the advantage of having had some basic training in a number of vocational areas which should help him in his adjustment to the work world.

EVALUATION AND RECOMMENDATION

Those personnel at the area occupational center who are connected with the Multi-Occupations program and the counselors in the home schools who are thoroughly familiar with the program appears to be convinced that it is worthwhile and has considerable potential for growth. Of those items discussed so far, however, there are continuing problems in two major areas: grouping of students and student evaluation.

It is evident, of course, that as the curriculum is further developed and as instruction is improved so as to better accomodate individual differences the problems of student grouping will decrease. However, there is strong feeling on the part of the staff that continued attempts should be made to come up with the right "mix" of students to increase the potential for learning. The most promising area for further exploration here seems to be to consider some method of "grouping by personality." Of course, the personality of the teacher is also important when considering this problem. Considerable work remains to be done in this area.

The Multi-Occupations staff appears to be convinced that the O, S, U method of grade reporting is appropriate for the program as long as something must appear on a report card for each student. Unfortunately, all of the feeder schools do not share this feeling. One school, for example, continues to maintain that they have to have numerical grades for all students for all subjects because their computerized report card system does not allow for the use of O, S, or U. The major problem with the present system of evaluation lies in the determination of evaluative criteria for each of the vocational areas and in developing an adequate check sheet or questionnaire type reporting sheet. The evaluation form (Appendix A) has its shortcomings and continuous effort must be exercised to improve it. Any movement away from the traditional grade reporting methods is an improvement, however.

Due to the severe emotional and behavior problems presented by some of the students, and the fact that some of them have severe problems with motor skills, setting a rigid class size of fifteen seems at this point to be unreasonable. In a vocational shop where dangerous equipment is involved and where development of manipulative skills receives some emphasis, it is impossible to provide the necessary individual attention required when working with this many students. It is recommended that the class size remain flexible, ranging from 8 to 18, depending upon the students involved and the shop facilities and instructional staff available

Members of the Multi-Occupations staff have also spent considerable time in discussing possible additions to the vocational offerings for the program. The three mentioned most frequently are cosmetology (manicuring, dispensory girl, receptionist), floriculture (flower arranging and plant propagation) and merchandising (shelf stocking, inventroying, cash register operation, etc.). No decisions have been reached on the addition of these programs.

One of the biggest problems anticipated with the Multi-Occupations program in the future is providing for adequate staff. Until now the teaching assignments for Multi-Occupations have, for the most part, been handled by the regular teaching staff. Beginning in 1968-69, however, all of the regular staff will have full-time teaching assignments in the regular two-year programs. This will necessitate hiring half-time people for all Multi-Occupations teaching assignments. A number of problems are anticipated, including recruiting of adequate personnel and certification of teachers for this type of special program. A number of possible solutions are being explored: 1)Making use of teacher aids who would work with the regular staff on a full time basis, therefore, permitting the experienced teachers to assume responsibility for both the two year classes and the Multi-Occupations classes, 2)Sharing teaching personnel with other schools or Special Education, 3)Working out cooperative arrangements with local industries or businesses to make use of their personnel for 10 week blocks of time. Whatever arrangement or combination of arrangements is made for teaching staff, close supervision of the program will be an absolute necessity and the possibility of a full-time Special Needs Coordinator should be explored.

CHAPTER III - IN SERVICE WORKSHOP

In the project proposal approved by the State Education Department, sufficient funds were made available to operate a twenty day in-service workshop for the members of the Multi-Occupations staff. This work-shop was to be held during the four weeks in August preceeding the opening of school and was to include small group discussions about the characteristics of the Special Needs Student and effective ways to work with them, and provisions for the faculty to work on the development of instructional aids for their respective courses.

Since project approval was not received until July, planning time was cut short and it was decided to operate the workshop for fifteen days in August and five days on Saturdays and school holidays throughout the year.

THE SPECIAL NEEDS STUDENT

A psychologist had been tentatively engaged to work with the staff in the small group discussions concerning the unique problems of the Special Needs Student. However, since project approval was somewhat late, he accepted another position for the month of August and was unable to participate. This necessitated the use of the following staff members of the Board of Cooperative Educational Services:

1. Wayne E. Werner - Guidance Coordinator at the Harkness Center who had just returned from a one-year NDEA Advanced Institute at the University of Oregon where the emphasis was on group counseling.
2. Wendy Schroeder - coordinator of the First Supervisory District's program for children with learning and behavior problems under the Special Education division of the Board of Cooperative Educational Services.

3. Kenneth Freeland - Coordinator of the work study program **operated by** the Board of Cooperative Educational Services for high school age Special Education students.

A schedule of daily activities as well as summaries of the presentations f Mr. Werner, Mrs. Schroeder, and Mr. Freeland are found in Appendix B. The eneral format followed in their part of the workshop was as follows: 8:30-9:00 .M. - presentation of discussion material, 9:00-10:00 - small group discussions. he major objective of this portion of the workshop was, of course, to develop n the staff a better understanding of the types of students they would be working with in the Multi-Occupations program. A number of suggestions were made by he discussion leaders, and more importantly by the teachers themselves, conerning appropriate ways to deal with situations which were likely to come up in he course of their work with the Special Needs Student.

URRICULUM DEVELOPMENT

The progress of the work on curriculum will be dealt with in Chapter VI. owever, since a large portion of the time in the in-service workshop was spent the development of instructional materials, this work will be mentioned briefly ere.

Prior to the August workshop, the staff had done some work with Mr. Carruth d with Dr. Eisle, from the Curriculum Development division of the Board of Coerative Educational Services, on the development of course outlines and the iting of objectives. Therefore, the curriculum development portion of the inrvice workshop was planned on the assumption that they were prepared to consider e specific problem of developing instructional aids. Due to the variety of rbal problems anticipated among the Multi-Occupations students, the emphasis s to be on the development of visual materials.

The first logical step appeared to be to review existing materials to see any were aplicable or adaptable for use with the Special Needs Student. Film projectors, film strip projectors, slide projectors, and overhead projectors were made available to the staff to preview materials. The services of the district's film library were made available. A large number of instructional materials catalogs were provided and secretarial help was on hand to send for preview materials. Staff members were also encouraged to visit local industries in search of appropriate teaching aids. For the first week of the work-shop, the teachers were left pretty much on their own to explore the many resources available.

During the last two weeks of the workshop, a more structured program was provided. Presentations were made by the Curriculum development materials production personnel and T.V. personnel on 1)the use of of Visual Aids in instruction, 2)use of the Educational Film., 3)development of 8 mm film loops and 4)educational television. Teachers were encouraged to use the remainder of their time in developing their own library of instructional aids. The last two days of the workshop were devoted to a "Show and Tell" in which each of the workshop participants displayed for the rest of the group the materials or ideas for materials he had developed.

WORKSHOP EVALUATION

It is, of course, difficult to provide any kind of statistical evidence supporting the value of a workshop of this nature. However, the following comments from the participants' evaluation sheets, are indicative of the kind of response the workshop received:

"The information given and the discussions which followed the presentations will be of great value when working with any group of children or adults. The group was made aware of the complexity of the learning process and the importance of the teacher's role in this process."

"Acquainting the teacher with identification characteristics, needs, and guides for managing the behavior of the mentally retarded was important to consider when planning effective learning situations suited to this group."

"The visit to the Niagara Frontier Rehabilitation Center was most worthwhile. Some of the philosophy expressed by its directors might well be adapted to our situation. Many similarities to our own situation could be cited."

"I personally found that to discuss previous failings and student problems with counselors and colleagues rewarding."

"The time spent in curriculum research was valuable but not adequate."

"Setting up the course of study and evaluating that outline with total group was again time well spent."

"There would be value in exploring some manner in which this type of curriculum study could be carried on, on a continuing basis. Each member of the group seemed able to supply creative stimulation for others outside his or her own specialty."

"Visual Aids are needed for curriculum for a "Food Service" program I am told. "Fine" I say, "I'll do it as soon as I get time." But trying to find the time during the regular school year is not as easy as it may sound."

"Finding time to preview films for my course was of great value. Learning how to make transparencies and video tapes, etc. was something that I for one really needed to know. Since I obtained this knowledge I have been able to make a large number of visual aids with great success."

The following comments from the group leaders also indicated that the workshop met with some success:

"The group, at first, appeared to be somewhat reserved, perhaps a little nervous. They didn't quite know what to expect."

"The first day the group wanted to know if they could leave at 4 o'clock. Now it seems that many of them are still in the building working as late as 5 o'clock on curriculum materials.

"The group became very involved and had many questions which they're beginning to help each other answer at this point."

"The group seemed to be taking a look at themselves as well as the kinds of students they anticipate meeting in their classes."

"The encouraging dynamic that seems to be emerging is that others in the group tend to offer help rather than looking to the group leaders."

Criticism of the workshop appears to be minimal but worthy of consideration for similar workshops in the future.

Only one participant expressed a need for a more structured program as far as the curriculum work is concerned. All of the others appeared to thrive on the freedom they had. Most of them had ideas they had wanted to explore for some time and appreciated having the time to do just that. The key to the success of this type of program appears to be to have sufficient qualified personnel vailable for the staff to consult with and adequate supplies and equipment for em to use.

A number of the participants commented on the value of the "Show and Tell" ession held the last two days of the workshop. It was suggested that this type f activity be scheduled earlier in the workshop. Perhaps demonstration lessons nd other types of similar activites could be scheduled periodically throughout e workshop program. Making video-tapes of these sessions also appears to be rth considering. This would enable the demonstrator to "see himself in action" nd be a more active participant in the discussion period to follow.

When the workshop started some concern was expressed about "mixing" the urriculum work with the small group discussions on the Special Needs Student. t was difficult for some individuals to see how these two apparently unrelated reas could be effectively combined. In planning the workshop, no conscious atempt was made to tie them together. However, as the workshop progressed, it ecame more and more obvious to the participants that the types of activities ey planned and the types of instructional aids they developed depended a great al upon their knowledge of the types of students they were likely to be working th. The two sections of the workshop, therefore, complimented each other quite cely.

The only other major recommendation which was made by the participants was at the workshop be extended over a longer period of time. Most of the staff lt that they needed more time. However, it is readily recognized by everyone education that there is *never* enough time to accomplish what one would like do. In looking at the workshop in retrospect, it is felt that the productivy and the enthusiasm might have begun to "wear off" with too much more time. e staff members were at the point where they needed to try some of their ideas t before they went too much further in their developmnet of instructional aids. e major problem, of course, is to provide sufficient time during the school year to maintain enthusiasm for their work and to evaluate and revise their ideas. It is suggested that the equivalent of at least five days per semester be set aside to engage in appropriate follow-up activities for this type of a workshop.

CHAPTER IV - COUNSELING

In addition to having instructional programs which tend to be heavily weighted in favor of the college-oriented student, many suburban schools also have guidance programs which are "college-oriented". In most cases, this does not appear to be a function of the philosophy of the guidance departments in the schools. Most counselors verbalize what is considered to be a genuine concern for all students. However, statements of philosophy and methods of operation sometimes differ. There appears to be a number of reasons for this situation to exist. The following are examples:

1. The college oriented student is more verbal and more demanding of the counselors time than the Special Needs Student.
2. It is often "more convenient" for the counselor to work with students on college planning because college information is readily available and admissions counselors are constantly beating a path to their door. On the other hand, the types of information which would be useful in working with the Special Needs Students are very often either unavailable or inappropriate.
3. As indicated in Chapter II, many of the Special Needs Students have encountered a series of distasteful experiences in school. As a result, these students tend to distrust any member of the school staff which may appear to have some authority. Considerable time is required to overcome this feeling of distrust and many counselors are so involved with clerical duties that they do not have the necessary time to spend with these students. This problem is further complicated of course, by the disciplinarians in some schools who send "troublemakers" to the guidance office for "the cure" and are likely to suspend or expell them if they are not "straightened out" in a matter of hours. This crises oriented approach to counseling does not provide for the type of atmosphere necessary

to be successful with the Special Needs Students.

4. Many Special Needs Students come from home situations which do not encourage dependence upon anyone. Some of these youngsters have been pretty much "on their own" for a number of years and have not had an adult who would take the time to listen to their concerns or talk over their problems with them.

An additional problem in providing counseling services for the Special Needs Student who is enrolled in the area occupational center is the fact that he is in the home school for only one-half of the school day. During this time he is usually enrolled in an English class, a social studies class, a physical education class, and another elective such as math, science, art, music, etc. Unless special counseling programs are provided for these students the counselors have an extremely difficult time having students released from class time for counseling.

GUIDANCE AND COUNSELING IN THE AREA CENTER

Within the framework of the area center concept the ultimate responsibility for provision of guidance and counseling service remains with the home school. However, it is readily recognized that there will be problems arise for students which evolve around their work at the area center. In addition, there are certain types of occupational and educational information which are related to the student's work at the area center about which the area center's guidance personnel tend to be more knowledgeable than the home school counselor. Also, the counselor in an area center who displays a genuine concern for the welfare of the students is likely to find that students will seek him out to discuss personal problems. These factors, of course, raise questions concerning the role of the counselor in the area center.

In some situations professional ethics prevent the area center counselor from sharing confidential information with anyone. In a majority of cases, however, the most satisfactory answer to the question raised above is to take a "team approach" to student problems. This, of course, means a considerable amount of time on the telephone and in conference with both counselors, vocational teachers and administrators, parents and the students themselves in determining courses of action and in deciding who is going to do what to carry out these courses of action. In some cases it is determined that the home school should follow through on a problem; in other cases the area center counselor will have this responsibility; in still other cases all party's concerned will follow through on some phase of the problem.

MEETING THE COUNSELING NEEDS OF THE MULTI-OCCUPATIONS STUDENTS

When the Multi-Occupations program was conceived it was determined that, because of their unique characteristics, counseling services beyond those offered to students enrolled in the regular programs at the area center would be necessary. Crises-oriented counseling had not proved successful in the past. Their feelings of distrust for adults in a school setting could not be overcome by dealing only with problems which arose in a classroom situation. As a result it was decided that the Multi-Occupations students should have an opportunity to sit down with a counselor in a non-threatening atmosphere and explore his feelings about himself, his peers and the adult world.

It was also decided that meeting these students in small process groups was the most efficient and most meaningful method of accomplishing this. Each student was involved initially in at least two group meetings. After the initial meetings, the students made a choice as to whether they would continue in the groups. Over half of the students chose to become involved in the groups and met during the first semester on a weekly basis. As the second semester begins it is expected that new groups will be formed and some of the old groups will be restructured so that almost all of the Multi-Occupations students will be involved during the year they are enrolled in the program. Time for the group meetings is taken from classroom time and the topics for discussion range from personal problems to problems evolving around the home school or area center programs.

In addition to the counseling groups with the students, a weekly meeting is held with the entire Multi-Occupations staff. These discussions most often evolve around specific students. As the discussions develop, however, it is quite often discovered that problems which appear initially to be unique to one student are in reality common to a number of students. Therefore, these staff meetings are often quite effective in improving the "counseling skills" of the teaching staff.

In addition to these formal attempts to help students discover themselves "informal counseling" is undertaken in the area center. The freedom of the shop situation enables the guidance coordinator and the special needs coordinator to spend a great deal of time talking with students while they are "on the job" making an apple pie or changing a tire.

EVALUATION AND RECOMMENDATIONS

It is extremely difficult to determine empirically the value of the group counseling sessions in the Multi-Occupations program. Even though all of the students are not directly involved in a group they are all subject to a more positive approach to the process of education than most of them have been in the past. They receive the attention of a staff ranging from secretaries to the building principal who are genuinely concerned about their welfare and are willing to listen to them. Every effort is made to create an atmosphere throughout the program in which they can feel accepted. Results of attitude surveys or questionnaire given to his home school teachers and counselors would therefore reflect changes which are a result of the entire program, not an isolated segment of the program.

Even though statistical evidence cannot be provided in support of the group counseling, subjective observations by the staff would indicate that some positive effects are resulting from these meetings. On a number of occasions students have asked when their next meeting will be held or if they could meet more often than once a week. On the few occasions when group meetings have been cancelled or postponed the students were quite obviously disappointed and on occasion displayed their disappointment quite vehemently. On more than one occasion students have indicated that these meeings are the first time adults have taken the time or interest to listen to their view point and not "lecture" them. Even the fact that the students feel free to stop in the guidance office to pass the time of day or to tell the counselors or secretaries about a new dress or a trip they took over the weekend or a date they had, etc. is an indication that they are beginning to feel comfortable with some adults, perhaps for the first time in their lives.

There appears to be consensus among the multi-occupations staff that, although the team approach involving the area center counselor and the home school counselor is effective in dealing with student problemss the added attention provided for the Multi-Occupations students through group counseling is a necessary part of the total program and every effort should be made to provide the necessary personnel to continue this service.

CHAPTER V - READING

Just as the group counseling in the Multi-Occupations program is meant to supplement - not supplant - the counseling of the home school, the reading program conducted at the area occupational center is designed to supplement those attempts at the home school to improve the reading skills of the Special Needs Student.

The reading program at the occupational center is based on two major premises: 1)the most basic "occupational skills" are reading and communications skills and these cannot be separated from "shop skills" and 2)the major reason for the failure of traditional reading programs to develop these skills in the Special Needs Student is the lack of motivation on the part of the students - motivation which could perhaps be developed in a reading situation which is closely related to a vocational skill.

The first of these premises can scarcely be argued. Considerable evidence has been presented which indicates that failure to advance on the job is often a result of a reading deficiency. Needless to say, many potential workers are not even hired because of inability to complete an application blank or inability to communicate effectively in an interview situation. With the rapid changes taking place in our economy and the trend toward a more complex technical society, the lack of adequate reading and communications skills will pose an increasingly serious problem for the potential worker. The non-reader or poor reader will continue to fall further and further behind in the race for jobs.

There also appears to be considerable agreement that a major reason for the lack of success with many students enrolled in traditional reading programs is the lack of student motivation. Everyone from the parents to the kindergarten teacher has been blamed for this lack of desire on the part of some students to learn. However, one of the most valid indictments against the schools in this respect seems to be that they have somehow failed to demonstrate to the Special

Needs Student the relationship between learning basic reading skills and making a living a few years in the future - the emphasis has too often been on "reading for reading's sake". When the Multi-Occupations program was being planned, it was hypothesized that motivation to read could be developed in some students in the area center more readily than in the home school. When the student was faced with a situation in which he had to read the label on an oil can or the instructions in an automobile manual to properly serve a customer in a service station, or that he had to be able to read a recipe to make edible apple turnovers or spagetti sauce, he might have the necessary motivation to seek help with a reading problem. It is, of course, extremely important to have the reading help readily available for him when he does reach this point. It is also extremely important to have a reading instructor who is in a position to consult with the vocational instructor on the types of reading material with which the student may be faced in the shop situation. The reading instructor and the vocational teacher must be in a position where they can compliment each other's efforts. (It should be noted that the ultimate answer to the reading problems of the Special Needs Student is to develop programs which encourage this close relationship between the "real" world for each youngster and the "academic" world of the school setting much earlier in the students educational career. Salvage operations at the secondary level are certainly not the most ideal solutions to the problem.)

There are additional factors which appear to support the offering of reading instruction to the Multi-Occupations students in the area occupational center. 1)The non-academic setting of the center appears to be less threatening to the Special Needs Student who has faced a series of failure situations in an academic environment. Reading in this kind of an atmosphere is often more palatable to the Special Needs Student. 2)No grades are attached to the reading program at the area center. The emphasis is to develop in the student a desire to improve himself at his own rate of development, not to compete with his peers for some arbitrary standard of achievement established by adults.

PROGRAM MECHANICS

The reading portion of the Multi-Occupations program involves three basic activities for most students: diagnosis and orientation, motivational activities, and remedial work.

DIAGNOSIS AND ORIENTATION - Initially all students who are enrolled in the Multi-Occupations program are involved in the reading program in that they all meet individually with the reading instructor for an interview and brief testing session. An attempt is made at this time to find out something about the student's educational background and his reading habits and interests (or lack of interest). In addition, a Peabody Picture Vocabulary Test is administered to each student to get some idea of his level of intellectual ability. Based on the results of this interview, additional diagnositc evaluation is scheduled on an as-needed basis for each student to determine which areas of reading disabilities are in need of the most attention. During this initial phase of the program considerable time is also spent in discussions with the students concerning the need for reading skills and in explaining how the reading program will operate.

When all students have completed the diagnosis and orientation portion of the program they have the opportunity to choose whether they will remain in the reading program or not. It is made clear to those students who choose not to stay that the reading instructor and the reading program are available for their benefit and that if they decide at a later time they would be interested in participating they may do so. In this year's Multi-Occupations group twelve students chose not to become involved in the reading program.

For those students who decide to remain in the program a determination is made concerning their assignment to a reading group. As a result of the initial testing and interviewing a group of twenty-eight students expressed an interest in the reading program but had some rather serious reservations about what it could do for them. These students were reading at levels ranging from third to tenth grade and a large number had had unsuccessful experiences in remedial reading classes prior to their enrollment in the Multi-Occupations program. This group of students was divided into small groups and was scheduled for meetings twice a week which involved activities designed to motivate them and regenerate an interest in reading.

Another group of fifteen students appeared to be "ready" immediately for some type of developmental or remedial work. Most of these students were the educable students in the program and were reading at the first through fourth grade levels.

MOTIVATIONAL ACTIVITIES-As pointed out above, a majority of the students in the Multi-Occupations program were not considered "ready" for remedial or developmental reading. They had difficulty seeing how any more reading classes would help them. Few attempts had been made in the past to relate reading to the "real" world of these students - the topics the students were interested in had, for the most part, been discarded as being of questionable literary value and, therefore, not worth spending time on in an English class or reading group in the home schools. The students were suspicious that reading at the area center would be more of the same. Involving these students in remedial work without attempting to develop healthier attitudes toward reading appeared to be a useless undertaking.

Obviously, no single approach would be successful in dealing with the motivational problems of all the students in the Multi-Occupations program. Variety of approach and variety of materials geared to the needs of the individual students is, therefore, absolutely necessary. Extensive use is made of all types of audio-visual material as well as popular reading materials such as paperbacks, magazines, newspapers, etc. and vocationally oriented materials such as repair manuals, cookbooks, can labels, blueprints, etc. The key, of course, is to have available for the students the materials in which they have an immediate interest, whether it is scuba-diving and smoking, carpentry and cars, motorcycles and music, or hot-rods and hotdogs.

In addition to provisions for a variety of materials, two other factors are emerging as being extremely important to the success of the reading program. Both of these appear to be rather obvious but frequently overlooked in the normal reading program.

First, reading cannot be separated from the other communications skills in the reading program - attention must also be given to oral communications and written communications. All too often in the course of his school career, the Special Needs Student has been told that he doesn't speak well enough, his vocabulary is inadequate, his grammar is poor, his punctuation is inaccurate, his spelling is atrocious, and his dialect is ridiculous. Language divergence is generally scorned by adults who often have very little understanding of the family background in which these language patterns were developed.

The first step, then, is to accept the student and to convince him by word, deed, and attitude that the language he speaks and writes is his, that it is natural, that it expresses meaning and that he can communicate effectively. Confidence in the student's communications skills is built through writing about and discussing topics which are of interest to the students - topics about which they have read or seen on a T V program or in a movie. Initially no attempt is made to "correct" the student's writing or speaking. Emphasis is placed upon making them feel comfortable with this type of approach to communications. As the program is developing and the students are gaining more confidence, many are beginning to ask questions about language structure, spelling, punctuation, etc. It is at this point that work of a remedial or developmental nature in reading can begin.

A second factor which is extremely important for the success of a reading program is the degree of cooperation received from the other staff members in a school setting. An attempt is made in the Multi-Occupations program to involve the total staff in the program. Vocational instructors are encouraged to provide the reading instructor with copies of any written material used in their classes. They are also encouraged to involve the reading instructor in the development of instructional materials for their classes. Although an attempt is made to keep formal instruction and verbalization to a minimum in the vocational classroom, instructors are encouraged to involve students in activities in the classroom which relate to communications (i.e. writing job sheets, copying recipes, reading narrations to filmstrips, etc.). The importance of developing communications skills for job success is also emphasized in the vocational classroom. Thus far it has been more difficult than expected to impress upon the vocational instructors the importance of their cooperation in the success of the reading program. However, there is reason to believe that as the total Multi-Occupations program continues to develop this problem will be alleviated. The real problem in this area is one of relating the activities of the area center with those of the home school in both the reading area and the vocational area. This appears to be additional justification for a coordinator of the Multi-Occupations program on a full-time basis.

REMEDIAL AND DEVELOPMENTAL READING - Remedial and developmental reading in the Multi-Occupations program is not drastically different than that carried on in those home schools where a reading instructor is available. Extensive use is made of automated devices such as controlled readers, language masters, Craig reader, tape recorder, etc. and other techniques used in the normal reading program.

It is recognized, of course, that not all students will reach the point at the same time where remedial or developmental reading will be appropriate for them. It is probable that many students will not be ready for such a program during the entire year they are in the Multi-Occupations program.

As mentioned earlier, fifteen of the students (mostly educable) began a developmental program immediately following the diagnostic interviewing. Six additional students are now involved in a "reading workshop" which involves small group and individual activities of a remedial nature.

It should be emphasized that these students are actively engaged in remedial work five days per week at their request, primarily because they could see for the first time that reading had some meaning for them. Another indication of the success of the motivational reading activities is the fact that two boys have chosen to drop reading at the area center so they could enroll in a program at their home school. Neither boy had any interest what-so-ever at the beginning of the year in such a program. A third boy dropped out of the Multi-Occupations program all together because he felt for the first time that he was achieving some success in an academic program at his home school and wanted to spend more time there so he could take extra reading and keep his other grades up.

CHAPTER VI - CURRICULUM DEVELOPMENT

Progress Report Number 2 which will be forthcoming in July, 1968 will concern itself primarily with the topic of curriculum and the status of its development for the Multi-Occupations program. Report number 2 will include course outlines and descriptions of materials which have been prepared for use with the Special Needs Student as outlined in the project funded by the State Education Department. The present report, therefore, will be confined to comments concerning some of the "discoveries" made by the Multi-Occupations staff as they worked on instructional materials for the Special Needs Students.

LACK OF APPROPRIATE MATERIALS - Preliminary exploration of existing instructional materials had suggested that material for the Special Needs Student was scarce. As the instructors became more and more involved in reviewing commercially produced materials this point was brought home more emphatically. In fact, as materials were reviewed by vocational instructors and the reading instructor, it became evident that much of it is written at reading levels which are well above the level of comprehension of the students in the traditional vocational programs. Most auto mechanics text books, for example, were found to be written for the thirteenth and fourteenth grade levels in reading.

INDUSTRY AS A SOURCE OF MATERIAL - Instructors were encouraged to explore every possible source of material which might be of some benefit to them. Local industry was suggested as one place to look for materials. Many of the instructors returned from trips to industry amazed at the variety of materials which were available and could be adapted for use in their vocational areas. Equally encouraging was the fact that industry appeared to be so willing to cooperate by making these materials available to the schools.

PLANNING TIME - The instructors soon realized that provisions for adequate time to prepare materials was critical. Most of the faculty indicated that the three-week summer workshop was not adequate to do a good job of curriculum planning. Perhaps more critical than summer planning time, however, is adequate time during the school year to review his materials and make revisions after they have been tried out on student groups. In some cases, entire course outlines or sets of materials developed during the summer have been discarded as being inappropriate for the Special Needs Student. Instructors are finding it extremely difficult during the school year to find the time to revise plans and develop new materials, however.

STUDENT INVOLVEMENT - A number of the instructors have experimented with involving students in the preparation of instructional materials. Perhaps the best examples of this were the production of a number of 8 m.m. loops, particularly in food service and building maintenance. These loops, usually three or four minutes in length, involve simple procedures which can be demonstrated in a few steps (i.e. setting a door lock, making potato croquettes, cleaning a coffee urn). Student involvement included setting up the sequence of shots to be filmed, preparation of necessary explanatory signs, assembly of the necessary supplies and equipment, and actually performing the procedure while being filmed. Some of the students' first attempts at producing 8 m.m. loops are of questionable value as far as future teaching devices are concerned. However, there seems to be little question about the value of the experience for the students involved. As instructors become more familiar with pupil-teacher planning processes and as they continue to work with students on the development of film loops, video tapes, posters, etc. the quality of the end product will also no doubt improve.

VERBALIZATION PROBLEM - Those instructors who have worked with the Multi-Occupations students appear to recognize more readily that they have a tendency to verbalize or "talk at" students too much, and that this is perhaps the least effective way to work with this type of student. Working with curriculum people who are knowledgeable about the effective use of instructional materials, as well as meeting weekly to discuss student behavior appear to be responsible to a great extent for this realization. Instructors are beginning to look more carefully at their teaching methods and the effectiveness of the teaching - learning situations they are putting together.

Over-all, the actual production of instructional materials has moved at a slower pace than expected when this part of the project was begun. One of the major reasons for this appears to be the "readiness level" of the instructors to undertake this type of activity. They are well qualified from the standpoint of understanding the content of their vocational subjects. They are also extremely enthusiastic and desirous of developing worthwhile programs. However, there appear to be some deficiencies in their preparation as teachers which their present teacher training programs are not filling. This tends to make the curriculum development process somewhat slow.

APPENDIX A

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
First Supervisory District, Erie County
99 Aero Drive
Buffalo, New York, 14225

Harkness Center

MASTER SCHEDULE - MULTI-OCCUPATIONS PROGRAM

1967-68

	1st 10 Weeks Sept.6 to Nov.10	2nd 10 Weeks Nov.13 to Jan.26	3rd 10 Weeks Jan.29 to April 5	4th 10 Weeks April 8 to June 21
Teacher A	Grounds & Golf Course Maintenance	Building Maintenance	Building Maintenance	Grounds & Golf Course Maintenance
Teacher B	Bench Work and Assembly	Gas Station Operation	Gas Station Operation	Gas Station Operation
Teacher C	Food Service	Food Service	Food Service	Food Service
Teacher D	Mail Room Operations	Mail Room Operations	Mail Room Operations	Mail Room Operations
Teacher E				Medical Aides

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

First Supervisory District, Erie County

Harkness Center

COURSE DESCRIPTIONS - MULTI-OCCUPATIONS PROGRAM

BENCHWORK AND ASSEMBLY

Benchwork and Assembly is designed to acquaint students with some of the basic operations commonly found in industrial assembly lines. Operations such as soldering, drill press operation, grinding and polishing, etc. will be taught as the students produce a usable product in assembly-line fashion. Quality control and some marketing skills will also be an integral part of the benchwork and assembly program.

BUILDING MAINTENANCE

Building Maintenance will cover the proper methods of cleaning and caring for an industrial, business, or school building. In addition an introduction into plumbing, electrical work, carpentry and masonry will also be included. Maintenance of power tools and small gasoline engines and the proper use and care of hand tools will be covered.

FOOD PREPARATION AND SERVICE

Emphasis in the Food Preparation and Service program is on quantity food preparation. In addition to covering the skills necessary for waiters and waitresses, considerable time is spent in the preparation of simple foods such as soups, salads, sandwiches, desserts, etc. Kitchen sanitation and safety are also covered.

GAS STATION OPERATION

Students in the Gas Station Operation phase of the Multi-Occupations program will receive experience in an actual service station under the supervision of a Harkness Center instructor. The major emphasis in this program will be on customer service. Also included in the program will be considerable work on minor repairs and service such as lubrication, oil change, tire repair, car washing, etc.

GROUNDS AND GOLF COURSE MAINTENANCE

The Grounds and Golf Course Maintenance program includes instruction in the planting and care of trees, shrubs, flowers, grasses, etc. and the use and maintenance of hand and power tools, mowers and equipment. Specific instruction in the care of golf courses will also be included.

MAIL ROOM OPERATIONS

Mail Room Operations involves learning the operation of a variety of machines usually found in a large industrial or business mail or duplicating room. Instruction in the following machines is included: ditto, mimeograph, offset printing press, addressograph, embossograph, letter-folder, postage scales and postage meter.

MEDICAL AIDE

The Medical Aide program includes instruction in the care and cleaning of the hospital unit and equipment and the care of the patient, including feeding the patient, bed baths, body mechanics, patient positioning, etc.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
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Buffalo, New York 14225

10 WEEK EVALUATION - MULTI-OCCUPATIONS

Student________________________ Course_________________________

Instructor_____________________

ATTITUDES AND PERSONAL PERFORMANCE

1. CARE OF WORKING SPACE, TOOLS, EQUIPMENT & MATERIALS

_____ Very careful and neat
_____ Makes good use of most items
_____ Acceptable
_____ Frequently careless
_____ Shows complete disregard for tools and equipment, wasteful

Supporting comments:

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2. INITIATIVE - USE OF WORKING TIME:

_____ Makes good use of time, often seeks additional work
_____ Performs assigned tasks completely, checks work carefully
_____ Usually completes assignments
_____ Will complete assignments only with consistent prodding
_____ Very seldom completes work assignments

Supporting comments:

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3. DEPENDABILITY, ABILITY TO WORK WITH MINIMUM OF SUPERVISION:

_____ Exceptionally dependable, no supervision required
_____ Very dependable, needs only occasional supervision
_____ Generally dependable
_____ Sometimes unreliable
_____ Needs constant supervision

Supporting comments:

4. ATTITUDE TOWARD CO-WORKERS:

_____ Very cooperative, always willing to help others
_____ Cooperates well with others
_____ Usually cooperates willingly
_____ Very seldom cooperates
_____ Disagreeable, inclined to cause trouble

Supporting comments:

5. ATTITUDE TOWARD INSTRUCTOR:

_____ Respectful, very helpful
_____ Cooperates well
_____ Usually cooperative
_____ Very seldom cooperates
_____ Disrespectful, does not cooperate

Supporting comments:

6. APPEARANCE:

_____ Well groomed, dresses appropriately for the situation
_____ Usually well groomed
_____ Unacceptable for employment in this vocational field

Supporting comments:

7. ATTENDANCE:

_____ Good
_____ Fair
_____ Poor, would have difficulty holding a job with attendance pattern

Supporting comments:

SUBJECT MATTER

1. INTEREST IN COURSE:

_____ Appears to be extremely interested in this work
_____ Displayed a high degree of interest
_____ Frequently displayed interest
_____ Very little interest displayed
_____ No apparent interest

Supporting comments:

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2. APTITUDE FOR THIS TYPE OF WORK:

_____ Shows excellent potential in this field
_____ Shows considerable potential
_____ Could succeed with consistent hard work
_____ Shows limited potential
_____ No apparent promise in this field

Supporting comments:

RECOMMENDATION

_____ Student should consider returning to the Harkness Center for the two year program in ____________________

_____ Student should consider continuing his training in this field through some type of on-the-job training.

_____ Student should consider seeking training in a different vocational field.

Additional comments:

APPENDIX B

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
First Supervisory District, Erie County
99 Aero Drive
Buffalo, New York 14225

FACULTY WORKSHOP - MULTI-OCCUPATIONS PROJECT

August 14-31, 1967

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FACULTY PARTICIPANTS

Maurice Clark - Food Service
Frances Collins - Nurses Aide
Pauline Firestone - Food Service
Hennig Holland - Building Maintenance
Robert Krueger - Grounds & Golf Course Maintenance
Duke LeMere - Gas Station Operation
Geraldine Simmons - Mail Room Operations
Borden Smith - Food Service

WORKSHOP CONSULTANTS

Vocational

David Carruth - Director, Trade & Technical Education
David Hill - Multi-Occupations Project Coordinator
Wayne Werner - Guidance Coordinator

Curriculum

James Eisele - Director, Curriculum Development
Norm Johnson - Assistant Director, Curriculum Development
Joseph Plesur - Educational TV
Ted Ertle - Educational TV
Al Kraebel - Educational TV
Bob Lang - Materials Production
Muriel Lindsay - Film Library

Special Education

Ken Freeland - Work-Study Coordinator
Wendy Schroeder - Learning and Behavioral Problems

WORKSHOP OUTLINE

Mon. Aug. 14 - 9:00 - 10:15 Orientation (Hill)

10:30 - 12:00 Communications Workshop (Werner)

1:00 - 4:30 Review of Existing Curriculum Plans (Hill, Werner, Lang)

The remainder of the three-week workshop will be devided into two major areas: (1) a communications workshop and (2) curriculum development work and evaluation.

COMMUNICATIONS WORKSHOP

The communications segment of the workshop will meet from 8:30 to 11:00 A.M. and will involve presentations, discussion, films and tapes related to the area of interpersonal communication. Emphasis will be on discussion of effective ways in which to work with the Special Needs Student.

Presentations by Wayne Werner, Ken Freeland and Wendy Schroeder will include the following topics: Characteristics of the Special Needs Students, Sources of Learning and Behavior Problems, Levels of Communication, The Win-Lose Paradigm, The Nature and Power of Acceptance, Self-Concept, Facilitation of Significant Learning, Developing Student Responsibility for Learning.

Films to be used are: Anatomy of a Group, Setting the Stage for Learning, Diagnosing Group Operation, Individual Motivation and Behavior.

Tapes will include The Poor Scholar's Soliloquy, and No School Report.

CURRICULUM DEVELOPMENT

A major portion of the faculty's time will be spent in developing curriculum materials and instructional aids appropriate for the Multi-Occupations Students. This work will involve the following:

Course of Study Organization - The organization of teaching units into a logical sequence and the writing of learning objectives should be near completion. Evaluation and review of these course outlines will be accomplished on an individual basis with the cooperation of the curriculum consultants during the first days of the workshop.

Curriculum Research - Considerable time will be spent in reviewing instructional materials catalogues in an attempt to locate existing materials which are appropriate for the Special Needs Student. Those materials which appear to be appropriate will be ordered for preview. In addition, contacts will be made with local organizations, businesses, and industries in an attempt to find useable teaching aids and instructional ideas. Letters to other schools offering similar programs and to professional organizations will also be sent.

Instructional Materials Development - Considerable emphasis will be placed on the development of audio-visual aids for use in the Multi-Occupations program. This will involve working with Bob Lang and Joe Plesur and their staffs in the development of video-tapes, overhead transparencies, 8mm. film loops, slide stories, etc. This will be done on an individual basis with each teacher working with the curriculum personnel most appropriate for the particular problem they are involved with.

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Buffalo, New York 14225

MULTI-OCCUPATIONS IN-SERVICE WORKSHOP

August 14-31, 1967

The following presentations were made during the 15 day workshop for the Multi-Occupations Staff at the Harkness Center. Small group discussions were held after each presentation.

Monday, August 14

LEVELS OF COMMUNICATIONS - WAYNE E. WERNER

All of our encounters with people involve communication with them and this is usually done in a verbal manner. I would like to outline what I would consider some steps in personal communication which will describe what happens during various types of encounters. I have broken these down into five levels based on a breakdown made by Dr. John Butler, Staff Psychiatrist at Oregon State University Medical School.

Level 5 communication is the type of discourse which takes place between two people and is not understood. It may cause one party to become hostile. This may be an area where we say that people are tuned out or we may tune people out because what they are saying does not make sense or we consider against what we think or believe. Unfortunately, much of the communication between students and teachers and between teachers and administrators seems to be at Level 5.

Level 4 communication is of the nature that I hope that we are having right now. That is to say I am giving you some of my thoughts and opinions. You are listening and, hopefully, understanding what I am saying. There is no emotional loading involved. It is simply a transmission of information from one person to another, and, hopefully, it is understood in the manner in which it is given.

Level 3 communication usually involves some emotional loading. Like Level 4 it is understood and will be accepted. However, the content usually involves a personal matter (at the feeling level) which has happened in the past. It is important that the listener gives the feeling that he is "with" the student or counselee and that he understands and accepts what is being said.

Level 2 communication, like Level 4, is understood and accepted. It has emotional loading like Level 3, but the content involves how the person is feeling in the "here and now". And, it is important that the student or counselee feels that the teacher or counselor understands what he is saying and that he accepts the student or counselee as a person and is not judge-mental. If the teacher or counselor begins to sort his mail, or write reports or looks out a window, or makes a phone call while the student or counselee is talking, the level of communication will probably move from Level 2 back to Level 5 immediately. We need to give people our individed attention when we are talking at a feeling level or we will lose them.

Level 1 communication is probably the most difficult level of communication to achieve. It happens very seldom and usually will happen only between two people who are very much in love or experience the same thing at the same time. Such as, two astronauts moving out of the earth's atmosphere. Level 1 experiences cannot be explained to a person who has not had the experience or was not there. It is something that happens between the people involved at the time. Both understand it and feel it but cannot describe the feeling to an "outsider".

It is important that we try to keep our everyday communication at Level 4 or lower so that we are able to be understood by those around us and can communicate acceptance and understanding to others, so they will be able to accept us as persons who will be honest with them and who they can trust.

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Tuesday, August 15

WIN-LOSE PARADIGM - WAYNE E. WERNER

Usually in our inter-personal relations, we very often catagorize each encounter on the basis of winning it or losing it. We catagorize good or bad or right or wrong. It usually doesn't make any difference whether this takes place in a classroom between students and teachers or between teachers, associates, wives, or anyone we may encounter in our daily living. The thing that often happens when we catagorize is that we have an emotional response to the event. If we feel a sense of loss, we may react in several ways. One way is to withdraw, and when we withdraw, we inhibit our behavior and we very often replace our actions. And, when we withdraw, we may become capitulators.

A complete capitulator is the type of person who wants peace at all costs. This is to say, he will do anything he is told even though he usually does not like it. He inwardly rebells against it but he does the assignment because he is afraid not to. He is not secure enough with himself to stand up for what he thinks is right.

A capitulator very often is the victim of a series of psychosomatic illnesses. Some of the most frequent ones are lower back pains, arthritis, dandruff, and ulcers.

All of these illnesses are very real, but they are the result of a conflict within the person which causes tension and anxiety. And, since the person cannot get these feelings out, they manifest themselves in the form of these illnesses.

As the withdrawal becomes more severe, the person may become more depressed and from increased depressions will become extremely unhealthy mentally, physically, and socially.

Since our emotional responses are learned through experience, the previous paragraphs have explained one type of learned experience - that of withdrawal.

Let's take a look at what happens as we express ourselves rather than pull away from the situation. One method is to let people know what we think. However, we may not be understood or what we say may not be accepted.

Eric Berne, in his book, Games People Play, outlines many of the most familiar games that we all play at varying times. In our social encounters, one of the most common games could be called, "Why don't you - yes, but....." This is a game which takes place when one person asks a question. The response may be, "Why don't you so and so," to which the person you ask the question replies, "Yes, but, I have already tried that and such and such happened." The other person then says, "Well, then, why don't you," the reply to which is "Yes, but," and so on.

Another popular game is Mini-Max. We all play this when we answer a question with a question. Like, we may ask, "How much is two and two?" The reply may be, "Four?" with a question mark. So, if we are right then we can say, "I knew the answer was four." But, if we are wrong, we can say, "I really didn't think that was the answer," and we have covered ourselves, no matter what the result is. Now, when we play games, we have to use adjustive behavior and this may lead to capitulation or at the least, stressful situations which also leads to poor health.

The most desirable responses to a "here and now" event seems to be expressive action which is understood and accepted. This may be in the form of constructive criticism, advice, or simply a question. If it is understood and accepted, then the two parties involved are inclined to have a shared awareness of the problem. This usually leads to spontaneity, better inter-action and involvment which gives the people involved a sense of freedom. As a result, enhances good social, mental and physical health.

It would seem, then, if we are able to look at "here and now" events in such a way that we can respond to them in a manner that is understood and accepted, this would be an improvement in communication in our daily encounters as well as between students and workers or school administrators or our families.

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WEDNESDAY, AUGUST 16, 1967

NATURE AND POWER OF ACCEPTANCE - WAYNE E. WERNER

There are many words in counseling vernacular that are used in much the same manner in which a small youngster recites the Pledge of Allegiance or the Lord's Prayer; glibly and with little appreciation of the true meaning and significance. It is probable that many counselors who look upon themselves as truly acceptant have not had the time nor the opportunity to examine the concept in all of its ramifications and to re-evaluate themselves accordingly. A profession of acceptance on the part of the counselor without a fairly thorough implementation may serve only to confuse his counselee.

While Fullmer and Bernard (Counseling Content and Process) saw acceptance as "the process of relating to another person as an equal" the 1962 Year Book Committee for the Association for Supervision and Curriculum Development described the concept as "a feeling of being a part of, oneness, of identity with". Acceptance, for them, appeared to be the opposite of rejection and alienation. Carl Rogers viewed acceptance as "a warm regard, as a person of unconditional self-worth".

In some instances attempts to define and describe what something is, are best facilitated by first developing ideas of what it is not. With this approach in mind, acceptance appears to be:

1. Not an act of condescending, of a helping hand from one who has to one who has not. As has previously been stated, not a process of "doing to" or even "doing with" but rather a facet of the process of growing together.
2. Not a lack of involvement or a with-holding of oneself. Human functions improve with use and exercise, and amounts increase in proportion. The more one gives and shares of oneself, the more effective he becomes.
3. Not a condition but a process, not an objective but a procedure which none of us completely achieves.
4. Not a bag of tricks.

5. Not approval, sympathy or tolerance or any kind of evaluation expectancy, good or bad. That is to say, one who catagorizes, judges, and labels probably is not perceived as or actually is accepting.
6. Not permissive in the sense that no limitations are set in the relationship. On the contrary, each person has the obligation to be authentically himself. Acceptance is not possible otherwise. One cannot be what he is not. It is possible to differ substancially in opinion and action with someone else and still accept him as a person.
7. Not completely permissive in the respect that a "couldn't care less" attitude is projected.

Statements of this nature concerning the mutuality of acceptance and it's being essential for awareness and openness to experience, appear to warrant both explanation and continuing conjecture.

1. In the first place, the concept one has of himself, his self-regarding attitudes are a result of the manner in which he has been accepted by significant others. A person is always looking for cues about himself, and these cognitions become the anchors whereby he fashions his self definition. Thus one's self concept is determined primarily by the way others define him.

   An interesting corrolary to this also may be that as the individual becomes what he is as a result of interacting with other people, neither can he change or become something different without interpersonal contacts, inclusion and/or acceptance.
2. Whether or not a person expects to be valued positively or negatively, to be welcomed or rejected, is determined by the way he remenbers how it has been in the past.

3. One tends to feel most questioned, unaccepted, and threatened in those areas where he feels most inadequate. The more he doubts his own worth because he has lacked acceptance, the more threatened and defensive he will be.
4. One who plays defensively only wins a few games.
5. Studies have shown that individuals who doubt their ability to deal with certain aspacts of their environment tend to defend their self-image by shutting off, denying to awareness, or at least distorting most of the disturbing elements with it.
6. The individual who cannot accept himself is denied the validity of perception so necessary for relating effectively to people.

   Acceptance relieves the client of using self-defeating defense mechanisms which have blocked his ability to gain objective knowledge of himself and others, and which have distorted his role-taking. Defense implies threat and attack.
7. A person who lacks acceptance and who is threatened, often is agonizingly self-oriented. Counselors and teachers usually cannot expect either gratitude or concern for themselves to be expressed by troubled students. In fact, expressions of concern for someone other than himself and his own problems may often be taken as an indication of progress and growth on the part of a troubled student.

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THURSDAY, AUGUST 17, 1967

NATURE AND POWER OF ACCEPTANCE (Cont'd.)

Discussion and questions involved at the end of the first half of the presentation on acceptance revolved largely around the person who lacks acceptance and who is threatened, being also very much self-oriented and self-centered. We also discussed the point that we as teachers and counselors usually cannot expect either gratitude or appreciation for the help we give to problem students.

To continue:

8. In the sense of the need for belonging or acceptance, the individual may attempt to gain a closer relationship with people by attempting to do and to be exactly as they appear to want him to be. Their approval comes to mean so much that his own authenticity and identity are sacrificed. He never comes to know himself because he appreciates himself so little and he feels so sure of being rejected that he does not dare to be whatever he is. He vacilates from one human being to another, ambivalent, disorganized, almost impossible to relate to and know, and generally so disturbing that he is difficult to tolerate. Who can deal with a "maybe" or an inconsistency? How does one relate to a continuing contradiction?
9. No one appears to know whether one is able to accept others because he himself has been accepted, or whether he can accept himself because others have accepted him. Probably it is sufficient to say that one does not exist without the other.

   The question of who shall be accepting first seldom arises in schools. It is taken for granted that the teacher or counselor who best accepts himself and who is operating from a position of psychological security must assume the responsibility for establishing the relationship as accepting if he is to promote personal growth rather than merely to become another problem for his student.

As a matter of fact, student behavior which he finds most difficult to accept may constitute the best indications of inadequate feelings in areas in which growth is possible for the teacher or counselor.

10. Our society is such that the attitude and insistance that a really good person always puts others first has operated to inhibit the ability of many of its members to value and accept themselves. Check your own reaction the next time someone expresses sincere appreciation to you or pays you a compliment. Can you take what he is trying to give and hence make the expression of his feeling possible, or must you deny both his feeling about you and your ability to do something yourself?

11. It is necessary for one to accept his own behavior, feelings, and reactions, or in other words, himself, before it is possible for him to do anything about them. A person must learn to own his feelings, to own himself, the good as well as the bad. The acceptance of a mistake as one's own is the first step in the growth process.

12. One who does not feel accepted and cannot accept others generally feels isolated or "not a part of". He lacks a feeling of personal identity for the reason that this requires an identification with something and as far as meaningful interpersonal contacts are concerned, he has nothing. It is very difficult to be a person without people. Robinson Crusoe without Friday really was not much. With Friday there he had status, importance, and identity. If he had been unable to accept Friday and rejected him, he would have deprived himself of all of these.

13. In most, if not all of the preceding points a circular and self-defeating pattern can be seen. Because one is unable to accept himself, he is unable to accept others, which reduces their acceptance of him making acceptance more difficult.

14. Certain degrees or shades of grey, as far as being accepted is concerned, exist in all of us. Probably few of us who claim some knowledge in the field of interpersonal relations have dealt with the nature of our own acceptance of others. The point here is that it will avail us little to be concerned with the quality of acceptance manifested by persons other than ourselves. I can only speak of "How it is with me".

Those of us engaged in the so-called "Helping professions" face a two-dimensional problem in making those we attempt to help feel accepted. The first of these is the personal question of whether we ourselves are really capable of acceptance of ourselves and others. The second facet deals with our ability of communicating our acceptance to our students and counselees. Our success-oriented social system, the act of designating the parties involved in an interpersonal situation as "Helper" and "Needing Help" automatically labels one as being more competent and the other as less competent. Those who need help most avoid asking for it and resist with varying degrees of hostility being "called in" and the other offers of assistance.

The adequate person, or the one on the most competent side of the desk may be perceived, status-wise, as speaking from a higher level than the one on the other side.

What can counselors and teachers do? How can we help students and counselees to feel accepted and communicate on their level? George Pierson at the conclusion of study of full-year NDEA Counseling and Guidance Institutes, stated, "The counselor or teacher who cannot receive help himself cannot help others......." In counseling, this means that the very nature of the helping process is such that the helper (the teacher and counselor) cannot remain outside of the process that is taking place hopefully in the student or counselee.

Teachers and counselors need to realize that they need students and counselees as Crusoe needed Friday. Students and counselees not only present them with a chance to be teachers and counselors by furnishing them with the opportunity to be increasingly more effective individuals.

Since urging another to learn and change and be different may be construed by him as dissatisfaction with how he is or non-acceptance; how can a teacher or counselor be active agents in promoting another growth and change without reinforcing his feelings of inadequacy? Possibly this can best be done by offering to change with him; by the teacher or counselor recognizing the opportunity for personal growth presented by his interaction with the student. Opportunities for learning and growth are seldom realized until their existence is recognized. Such a realization can generate a genuine and profound respect on the part of teacher and counselor for the value of those for whom they work. From this frame of reference, the communication of acceptance should not be difficult.

Two things which seem to merit reemphasis are:

1. In areas with the greatest potential for personal growth for most all of us may best be represented by those individuals to be most distrubing, and
2. The most valid measure of one's acceptance both of himself and of others may rest in his capacity to let others help him.

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FRIDAY, AUGUST 18, 1967

FACILITATION OF SIGNIFICANT LEARNING - WAYNE E. WERNER

Two Types of Assumptions in Education

I. The Assumptions Implicit in Current Education

If we observe our educational institutions at all levels, from first grade through graduate study, and if we try to abstract from the behavior of educators, those assumptions or principles upon which they act, I believe we will come up with some such list as that which follows. It should be clear that these assumptions are implicit rather than explicit, that they are drawn from what teachers do rather than from what they say.

1. One of the most obvious and pervasive assumptions is that the student cannot be trusted to pursue his own learning.
2. A second implicit assumption is that presentation equals learning This is evident in every curriculum and every lesson plan.
3. This third and very basic assumption is that the aim of education is to accumulate brick upon brick of factual knowledge. There must be a "Foundation of Knowledge."
4. Another basic principle underlying our educational procedures is that the truth is known. In almost every textbook, knowledge is presented as a closed book. "These are the facts."

5. Another undeniable assumption evident in all of our educational operations is that constructive and creative citizens develop from passive learners.

6. One final and very pervasive assumption, especially in American education, is that evaluation is education and education is evaluation.

   Taking examinations and preparing for the next set of exams is a way of life students. Rarely does the student ask himself, "What aspect of this subject or this book would interest me?" The sole question is, "What do you suppose will be asked on the examination?" When a faculty member or parent asks a student what he got out of a certain course, the student's response is exactly what one would expect in this system: "I got a B".

How can the incorporation of the process of learning and changing be made the deepest purpose of the educational experience? I believe a new set of assumptions will replace the present principles, and the list which follows is an attempt to set forth some of these assumptions.

1. Human beings have a natural potentiality for learning. They are curious about their world; they are ambivalently eager to develop and learn; they have the capacity for making constructive discriminations between learning opportunities.
2. Significant learning takes place when the subject matter is perceived by the student as having relevance for his own purposes.
3. Much significant learning is acquired through doing. When a student is attempting to cope with a problem which is directly confronting him, effective learning is likely to occur.

4. Learning is facilitated when the student participates responsibly in the learning process. When he chooses his own directions, helps to discover his own learning resources, formulates his own problems, decides his own course of action, lives with the consequences of each of these choices, then significant learning is maximized.
5. Self-initiated learning, involving the whole person of the learner feelings as well as intellect - is the most pervasive and lasting. Where it is the totally involved learning of oneself, by oneself, this is most effective. This is not learning which takes place "only from the neck up." It is a "gut-level" type of learning which is profound and pervasive.
6. Creativity in learning is best facilitated when self-criticism and self-evaluation are basic, and evaluation by others is of secondary importance. Creativity blossoms in an atmosphere of freedom. (Our observations of the progress of this work shop emphasizes this point).
7. The most socially useful learning in the modern world is the learning of the process of learning, a continuing openness to experience, an incorporation into oneself of the process of change

Conditions Which Facilitate Learning

1. In the first place, there is no doubt that learning takes place most effectively when the individual is face to face with the problem which is meaningful to him, a problem to which he desires to find a solution.
2. When the teacher is a real person, being what he is, entering into a relationship with the learner without presenting a front

or a facade, he is much more likely to be effective.
Seen from this point of view it is suggested that the teacher can be a real person in his relationship to his students. He can be enthusiastic, bored, interested in his students, angry, sensitive and sympathetic. Because he accepts these feelings as his own, he has no need to impose them on his students.

Another attitude which stands out in the work of those who have been successful in promoting learning is acceptance, (a valuing of the student, a valuing of his feelings and his opinions.

A further element which establishes a climate for learning is empathic understanding. When the teacher has the ability to understand the student's reactions from the inside, has a sensitive awareness of the way the process of education seems to the student, then again the likelihood of personally meaningful learning is increased.

This kind of understanding is sharply different from the usual evaluative understanding which follows the pattern of, "I understand what is wrong with you." When there is sensitive empathy, however, the reaction in the learner follows something of this pattern, "At last someone understands how it feels and seems to be me without wanting to analyze me or judge me. Now I can blossom and grow and learn."

Currently, education often develops individuals who can readily criticize any proposal or idea, but who are a complete loss when it comes to making a positive plan or decision regarding constructive action.

Following the above presentation a tape recording of "The Poor Scholar's Soliloquy" was played for the staff's reaction.

The Poor Scholar's Soliloquy

By Stephen M. Corey

o, I'm not very good in school. This is my second year in the seventh rade and I'm bigger and taller than the other kids. They like me all ight, though even if I don't say much in the schoolroom, because outsi can tell them how to do a lot of things. They tag around me and that ort of makes up for what goes on in school.

don't know why the teachers don't like me. They never have very much eems like they don't think you know anything unless they can name the ook it comes out of. I've got a lot of books in my room at home--book ike Popular Science Mechanical Encyclopedia and the Sears' and Ward's atalogues, but I don't very often just sit down and read them through ike they make us do in school. I use my books when I want to find omething out, like whenever Mom buys something secondhand I look it p in Sears' or Ward's first and tell her if she's getting stung or ot. I can use the index in a hurry to find the things I want.

n school, though, we've got to learn whatever is in the book and I ust can't memorize the stuff. Last year I stayed after school every ight for two weeks trying to learn the names of the Presidents. Of ourse I knew some of them like Washington and Jefferson and Lincoln, ut there must have been thirty altogether and I never did get them traight.

I'm not too sorry though because the kids who learned the Presidents ad to turn right around and learn all the Vice Presidents. I am aking the seventh grade over but our teacher this year isn't so nterested in the names of the Presidents. She has us trying to earn the names of all the great American inventors.

Kids Seemed Interested

I guess I just can't remember names in history. Anyway, this year I've been trying to learn about trucks because my uncle owns three and he says I can drive one when I'm sixteen. I already know the horsepower and number of forward and backward speeds of twenty-six American trucks, some of the Diesels, and I can spot each one a long way off. It's funny how the Diesel works. I started to tell my teacher about it last Wednesday in science class when the pump we were using to make a vacuum in a bell jar got hot, but she said she didn't see what a Deisel engine had to do with our experiment on air pressure so I just kept still. The kids seemed interested though. I took four of them around my uncle's garage after school and we saw the mechanic, Gus, tearing a big truck Diesel down. Boy, does he know his stuff!

I'm not very good in geography, either. They call it economic geograph this year. We've been studying the imports and exports of Chile all week but I couldn't tell you what they are. Maybe the reason is I had to miss school yesterday because my uncle took me and his big trailer truck down state about two hundred miles and we brought almost ten tons of stock to the Chicago market.

He had told me where we were going and I had to figure out the highways to take and the mileage. He didn't do anything but drive and turn where I told him to. Was that fun! I sat with a map in my lap and told him to turn south or southeast or some other direction. We made seven stops and drove over five hundred miles round trip. I'm figuring now what his oil cost and also the wear and tear of the truck--he calls it depreciation-- so we'll know how much we made.

I even write out all the bills and send letters to the farmers about what their pigs and beef cattle brought at the stockyards. I only made three mistakes in 17 letters last time, my aunt said-- all commas. She's been through high school and reads them over. I wish I could write school themes that way. The last one I had to write was on, "What a Daffodil Thinks of Spring," and I just couldn't get going.

I don't do very well in school arithmetic either. Seems I just can't keep my mind on the problems. We had one the other day like this: If a 57 foot telephone pole falls across a cement highway so that 17-3/6 feet extend from one side and 14-9/17 feet from the other, how wide is the highway? That seemed to me like an awfully silly way to get the width of a highway. I didn't even try to answer it because it didn't say whether the pole had fallen straight across or not.

Not Getting Any Younger

Even in shop I don't get very good grades. All of us kids made a broom holder and bookends this term and mine were sloppy. I just couldn't get interested. Mom doesn't use a broom any more with her new vacuum cleaner, and all our books are in a bookcase with glass doors in the parlor. Anyway, I wanted to make an end gate for my uncle's trailer but the shop teacher said that meant using metal and wood both and I'd have to work with wood first. I didn't see why, but I kept still and made a tie rack at school and the tail gate after school at my uncle's garage. He said I saved him $10.00

Civics is hard for me, too. I've been staying after school trying to learn the "Articles of Confederation" for almost a week because the teacher said we couldn't be good citizens unless we did. I really tried, because I want to be a good citizen. I did hate to stay after school though because a bunch of us boys from the south end of town have been cleaning up the old lot across from Taylor's Machine Shop to make a playground out of it for the little kids from the Methodist home. I made the jungle gym from old pipe and the guys made me Grand Mongul to keep the playground going. We raised enough money collecting scrap this month to build a wire fence clear around the lot.

Dad says I can quit school when I'm fifteen and I'm sort of anxious to because there are a lot of things I want to learn how to do and as my uncle says, I'm not getting any younger.

MONDAY, AUGUST 21, 1967

SELF-CONCEPT AND VOCATIONAL-CHOICE - WAYNE E. WERNER

Self-concept, ego-ideal, self-image and self-structure are often used interchangeably and from a variety of choices available. Brammer and Showtrom's definition of self-concept is as follows: "the individual's dynamic organization of concepts, values, goals, and ideals which determine the way in which he should behave." The individual's self-concept assumes various subjective attributes "in the form of I am (his nature), I can (his capacities), I should or should not be (his values), I want to be (his aspirations). The self-concept, then, is a developed adequate sense of identity which is characterized by consistency under stress.

To illustrate by anecdote: Although the correct question to ask youngsters is "what do you want to do?" one second-grade teacher, during show-and-tell asked his charges to tell "what they wanted to be." The first youngster to volunteer said, "My name is Sam, and I'd like to be an airplane pilot if I can, and I think I can." As we see there are some self-concept aspects in Sam's response along with some feelings of adequacy in aspiration level. The next child, however, remarked, "My name is Sadie, and I'd like to grow up to be a lady and have a baby if I can, and I think I can." Here we see a youngster accepting a social-biological role, again with feelings of potential adequacy. The third child bounced up to the front and blurted, "My name is Dan, and I don't give a damn about Sam and his plan, but I'd like to help Sadie with her plan if I can, and I think I can." Dan identified strongly with other people and shows that he's willing to help others achieve their goals.

1. Occupational choice is a developmental process that extends over many years and must be considered in conjunction with the developing self-concept.
2. One tends to become what others think of him and when we accept what others think of us, the process becomes a self-fullfilling prophecy (like the children from "bad homes").

   Individuals learn their self-concept from the way in which they are treated by significant others. Research tells us that the social-self is more job-success relevent than the skill-self. We live with people; all psychological growth is dependent upon contact with people.
3. Valid occupational information can be restrictive upon today's youngsters. We can destroy initiative, lower aspiration level, grind down a budding self-concept based on feelings of social adequacy and skill mastery, merely by being right. Right, that is today! To illustrate by anecdote:

Churchill was scheduled to drop-in on quite a few cocktail parties given to celebrate an election victory. By the time he arrived at the last one in the series, he was, as the British say, "in his cups." Maneuvering through a narrow door enroute to the bar which was across the room, Sir Winston happened to jostle Lady Smythe, placed like many women I've met - right in the doorway. The Grand Dame whispered to Churchill as he tried to pass, "Sir Winston you're drunk." The guest of honor, apparently not hearing, proceeded directly to the haven of the bar. Halfway across the room - buzzing with celebrating guests - Lady Smythe called rather openly, "Sir Winston, you're drunk,". Not deterred, Churchill continued without pause, At the bar now, and across the room from his tormentor, he was getting his drink when Lady Smythe screamed, "Sir Winston, you're drunk." Churchill, hunkered over the serving counter, peared back across the now silent room and retorted, "Lady Smythe, you're ugly. And further more, tomorrow, when I'm sober, you'll still be ugly."

Lady Smythe was right today, but from Churchill's frame of reference tomorrow would bring a different conclusion based upon changing conditions, because Churchill had personal faith in his future, he had power in the present. But, of course, some conditions do not change with time (like the beauty of Mrs. Smythe).

What are some facts? We experienced a 59% increase in the production of goods and services with a 3% increase in the number of man-hours worked during the period 1947-1963. 97% of net-gain in workers since World War II has been in "White Collar" occupations. Today, 25% of all of the U.S. income is "unearned" by the economists' term of "earned" and "unearned." That is to say, it is "unearned" in the sense that it is not done by a laborer, skilled or unskilled. By the turn of the century, it is predicted that 50% of all income will be "unearned". 75% of the Junior High School students today will be working in jobs that do not currently exist.

When it is uniformly predicted that the typical worker will change his type of job two or three times (or more in a working career), then under such circumstances, new questions of self-identity appear when the job disappears or is fundamentally transformed. Then what happens to the definition of who one is, a definition based on a work-role?

Tuesday, August 22, 1967

LEARNING AND BEHAVIORAL PROBLEMS - WENDY SCHROEDER

Although the program for learning and behavioral problems is designed for the students in the primary, intermediate and junior high grade levels, many of the problems represented in these classes are also evidenced in the Multi-Occupations group.

State law mandates that to be eligible for a "special education class" a student must be judged emotionally disturbed and/or brain injured. Every attempt is made in the program for learning and behavior problems to avoid attaching labels to the students. The only requirement for referral to this program is that the student is presenting significant difficulties in the classroom. It is assumed only that the significant difficulty or behavioral problem is a result of a learning disability.

The first objective of the program is to get the children's behavior under control. Many of these children are hyperactive; most have a relatively short attention span. Most of the students have experienced failure in every phase of school life. They hate school, resent being taken from their classroom, and may think they are retarded because of the label "special class". As a result many of the students are "climbing the walls" or "swinging from the light fixtures". To control the behavior the classes are small (8 students per class) and very structured in terms of behavior. The limits are set immediately and a prime factor in maintaining discipline is the consistency of the teacher. Once the students understand their limits the teacher can work on the learning problems.

The key to the success of the program is in individualizing instruction. No single curriculum is used with each class. Instead an attempt is made first of all to identify each child's specific learning problem - to find out why the child can't learn. A number of testing devices and observations are used to make this determination. Next an "educational prescription" is written for each child, making use of a wide variety of materials and approaches. The critical item, of course, is what to use when.

Once the child begins to feel the academic success he has been missing the work can progress and it is hoped that eventually the child will be able to return to a regular classroom situation.

The following are samples of some of the types of problems frequently encountered in the students in the program for learning and behavior problems:

VISUAL PERCEPTUAL DISABILITIES

I. Position in Space
   A. Clumsy and hesitant movements.
   B. Difficulty understanding what is meant by words designating spatial position -- for example: in, out, up, down, before, behind, left, right.
   C. Letters, words, numbers to him are distorted and confusing (reversals)

II. Perception of Spatial Relationships
   A. Improper perception of the sequence of letters in a word. Example: He may read string as stirring or spell it sitrng.
   B. Math - unable to remember sequence of processes involved in problems of long division or fail to perceive the relative position of the digits in problems of multiplication.
   C. Map reading, understanding graphs, learning systems of measurement may be equally difficult.

II. Perceptual Constancy--Ability to perceive an object as possessing although he may learn to recognize a number, letter or word in a particular form or context; he may be quite unable to recognize the same symbol in a different manner. (The child is constantly deceived by his senses.)

V. Visual-Motor Coordination - ability to coordinate vision with movements of a part or parts of the body.

1. Unable to dress himself
2. Poor in sports
3. Poor in cutting, pasting, drawing
4. Difficulty in writing

* Academic learning may be less affected by disabilities.

V. Figure-ground - ability to select from mass of incoming stimuli a limited number of stimulus which becomes the center of attention.

1. Appears to be inattentive and disorganized.
2. "Stimulus bound" - unable to draw a straight line between boundaries because one of the boundaries captures his attention and he directs his pencil towards it.

RESULT: A. Forms letters incorrectly.
B. Work appears careless.
C. Unable to find his place on page.
D. Skips sections.
E. Unable to solve problems on crowded page.

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Wednesday, August 23, 1967

THE PROBLEM OF MENTAL RETARDATION - KEN FREELAND

Mental Retardation Defined

Mental retardation is a condition, characterized by the faulty development of intelligence, which impairs an individual's ability to learn and to perform tasks appropriate to his age.

The failure of intelligence to develop normally may be due to diseases or conditions--occurring before or at the time of birth, or in infancy or childhood-- that damage the brain. It may also be due to factors determined by heredity that affect the development of the brain and by home or social conditions which fail to provide the child with adequate stimulation or opportunities for learning.

Causes of Mental Retardation

There are more than 200 known diseases and conditions that can cause mental retardation. As yet there is no treatment to cure this condition. The fact that their child will never catch up is one of the hardest things for parents to accept.

Degrees of Retardation

The degree of retardation varies greatly among individuals. It can be so severe that the afflicted person must have protective care throughout his life. In others the retardation is so mild that many tasks can be learned and a measure of independence in every day life can be achieved. In a substantial number of cases the affected persons can adjust in a limited way to the demands of society, and in many instances can, with help, become productive members of the labor force.

There is no fully satisfactory way of characterizing the degrees of retardation. According to the classification proposed by the American Association on Mental Deficiency, they range from profound to mild. The developmental characteristics, potential for education and training, and social and vocational adequacy, according to this classification, are summarized below by age groups.

DEVELOPMENTAL CHARACTERISTICS OF THE MENTALLY RETARDED

ees of al Re- ation	IQ Range	Pre-School Age 0 - 5 Maturation and Development	School Age 6 - 20 Training and Education	Adult 21 and over Social & Vocational Adequacy
	50-70	Slower to talk, walk, and feed self than most children, may appear normal	Can acquire practical and academic skills to 3rd-6th grade level, can be guided toward social conformity	Can usually achiev adequate social & vocational skills to allow minimum self-support, may need guidance & aid when under unusual social or economic stress
rate	35-50	Noticeable delays in motor development, particularly speech; responds to training in various self-help activities	Can learn simple communication, health, and safety habits, & manual skills; unlikely to progress beyond 2nd grade academic level	Can perform simple tasks under sheltered conditions; participates in simple recreation travels alone in familiar places; usually incapable of self-maintenance
ere	20-35	Marked delay in motor development, little or no communication skill; may respond to training in elementary self-help	Has some understanding of speech & some response; can profit ffom Systematic habit training	Can conform to daily routines & repetive activities; needs continued Direction & supervision in protective environment
found	20 and Under	Gross retardation, minimal capacity for functioning in sensory and motor areas; needs nursing care	Delays in all areas of development, shows basic emotional responses; may respond to training; needs supervision	May walk & have primitive speech development; usually benefits from regular physical activity incapable of self-maintenance Needs nursing care.

MENTAL RETARDATION vs MENTAL ILLNESS:

Mental illness usually does not occur before school and is a sudden change in personality. It is generally an emotional problem. This illness can be treated and can be cured.

dentification of Mental Retardation

This is done by parents and teachers. By using a medical examinati .Q. tests, Achievement Tests, Personality tests, etc. It is necessary o know the disability of the child before planning the program.

haracteristics of Mental Retardation

Mental retardation in no way changes the humaness of an individual. herefore, socially, physically, and emotionally the basic needs of the hild are the same as of all children.

ental Retardation is often accompanied by:

. Short attention span. (Featherstone, Hill, Snyder)

. Great difficulty in working with abstractions. (49th Yearbook)

. Difficulty in using the symbols of computation and communication. (Cruze, Cole, 49th Yearbook, Snyder)

. Need for the concrete and situational in learning. (Hill, 49th Yearbook)

. Inability to project interest beyond the immediate. (Baker, Cole, Drenned, Goldstein)

. Inadequate or at times an erratic drive. (The Backward Child, Lanzer, 29th Yearbook)

7. Inability to evaluate oneself. (Baker, Cole, Hill)

. Sensitivity to negative criticism. (Baker, Cole, Hill)

9. Inability to take failure constructively. (Featherstone, The Backwar Child, Lanzer, 29th Yearbook)

. Defense of oneself and actions in the face of criticism. (Goldstein, The Backward Child, Lanzer, 29th Yearbook)

. Critical Attitude toward others. (A. Kirk)

. Confusion in the face of new problems. (Goldstein, Snyder)

. An inability to draw conclusions or abstract salient learnings from either a concrete experience or a body of facts. (Cole, Hill, Mailloux, 49th Yearbook.)

. The need for many a specific and varied instances as basic to any attempt at generalization. (Cole)

An inability to see likenesses or differences between objects or things. (Cole, Featherstone, Snyder)

Defective reasoning ability, poor discrimination, and inability to make deductions. (Snyder)

Inability to infer accompanied by illogical conclusions based on insufficient evidence. (Drenned, Baker, Hill, Mailloux)

A lack of adaptive associative or organizing powers. (Cruze, Goldste Mailloux)

An inability to transfer learnings from situation. (Hill, Jacob, Kirk, 29th Yearbook)

An inability to work on complicated tasks or to follow complicated or involved directions. (Breckenbridge, Kirk, 49th Yearbook)

An inability to continue effectively without some relation to supervision.

2. Varying degrees of visual, auditory and general sensory perception. (Kirk, Snyder)

3. Restricted power for independent action, initiative and resourcefullness. (Cole)

4. A tendency to copy or imitate. (Mailloux, The Backward Child)

5. A tendency to stereotyped responses and behavior. (Baker, Kirk)

6. Because of mental confusion the child often prefers the company of much younger children. (Breckenridge, Jacob)

7. He may fear to share. (Cole, Hill)

8. He may appear to have little ambition but may really lack imaginatio (Snyder)

9. He tends to be more or less confused in proportion to the size of the group in which he finds himself.

urposes and Objectives of Education for the Educable Mentally Retarded:

The goals for the mentally retarded are the same as for all children. n the secondary schools, experience is given in the tool subjects, utiliz hese subjects in everyday activities; developing home building skills; ob training; and personal conduct.

e Work Study Program:

Phase 1 - School all day getting the necessary preparation for tting a job.

Phase 2 - School 1/2 day - or 1/2 day is spent in a school system a job.

Phase 3 - School 1/2 day and either the school work program or a mmunity job.

Phase 4 - Full time employment in the community.

Phase 5 - Graduation

uring all this a supervisor is constantly available to help the students n any capacity.

undamental Needs of the Mentally Retarded Student:

The most fundamental need of the retarded student is the feeling f security. He also needs training in job occupation, training in tool ubjects to help him get along in the world, training in becoming confi-ent to try new things. He needs to feel that he can and does accomplish omething and he needs to feel adequate.

uggestions for Facilitating Acceptable Social Behavior in the Mentally Retarded

ome Guiding Principles Regarding the Education of the Slow Learning Chil

. The mental ability of the slow-learning child is characterized by a slower rate of and a less full total development than is that of the normal child.

2. The mental ability of the slow-learning child is characterized by limitations in abilities involving abstract thinking and symbols. The use of concrete materials will aid in developing ability in the slow learning child through doing things.

3. Varying I.Q. levels within a group of slow-learning children indicate varying degrees and rates of learning ability. Provision should be made for the child to attain a maximum achievement in each ability to be developed with consideration for the unevenness of the abilities displayed.

4. The learning situations provided must be suited to the child's level and rate of learning ability to enable him to succeed.

5. Learning situations should be appropriated to the physiological and social age of the child although they must not demand intellectual processes beyond his ability.

6. Failure and discouragement result when undue pressure is applied and the mentally retarded child is urged to accomplish work beyond his ability. The elements of success and approval are of great importanc in the education of the slow learning child if he is to develop self-confidence and self-reliance.

Provision should be made for the recognition of individual effort and accomplishment comparing with the child's own previous efforts or some suitable goal of attainment for that particular child rather than comparisons between children of unequal abilities.

The mentally retarded child is limited in his ability to apply in one situation experiences learned in another. It is difficult for him to anticipate consequences and to appraise his own actions and accomplishments. He learns best through concrete experiences, and the repetition of experiences, to develop desirable habits and attitudes.

Specific habits and information must be taught the slow-learning child while the normal may acquire the same habits and attitudes incidently.

Planned procedures tend to promote satisfactory development and adjustment of the mentally retarded child so learning situations should be guided and planned in such a way that they will furnish specific knowledge, skills, attitudes, and habits that will function in every day life situations.

In the learning process the elements of need, recurrence, and success are just as essential to effective learning for the mentally retarded child as for the normal child. Too much stress is often placed on repetition with a disregard for a recognition, on the part of the child, of needs, purpose, or interest. Recurring material or situations must be meaningful.

Every slow learning child presents an individual problem. Grouping of children for instruction is a convenient device for instructional purposes but the teacher must study each individual and apply necessary individual instruction in some instances in order to assure the maximum growth of each child in the group.

Reference: Education of the Slow Learning Child by C. Ingram, hapter III pp. 34-41 E-5735-1

Classroom Practice Affecting Social Adjustment of the Mentally Retarded:

(1) Well planned activities

(2) Self-direction

(3) Materials selected with care

(4) Begin with simple and something he knows and move to more difficult and abstract.

(5) Routines - simple

(6) Individual instruction

Suggestions for the Management of Behavior of the Mentally Retarded:

(1) Positive approach

(2) Encourage, not discourage

(3) Specific statements

(4) Use calm voice

(5) Avoid threats

(6) Avoid issues with student - do this privately

(7) Be consistent

(8) Pay attention to good things

(9) Focus attention on what you want child to do and what you expect.

(10) Keep teacher verbalism to a minimum.

Film: "Selling One Guy Named Larry"